

# A J LEWIS GREENVIEW ELEMENTARY

726 Easter Street  
Columbia, S. C. 29203

**GRADES** K-5 Elementary School

**ENROLLMENT** 480 Students

**PRINCIPAL** Delores Gilliard 803-735-3417

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 4         | 16   | 69      | 39            | 2              |

#### IMPROVEMENT RATING:

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2001</b> | Average                | Good                      | N/A                             |
| <b>2002</b> | Average                | Unsatisfactory            | N/A                             |
| <b>2003</b> | Average                | Unsatisfactory            | No                              |
| <b>2004</b> | Average                | Good                      | Yes                             |

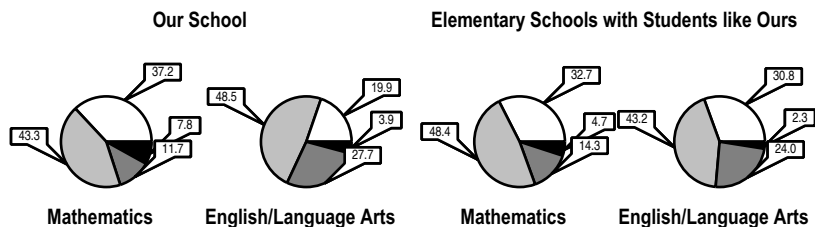
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

|   |                    |   |
|---|--------------------|---|
|    | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

|  | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced (adj.)</i> | <i>Performance<br/>Objective Met</i> | <i>Participation<br/>Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| <b>English/Language Arts - State Performance Objective = 17.6%</b> |   |                 |                      |                |                     |                   |   |                                      |  |
| All Students   | 246   | 100.0           | 19.9                 | 48.5           | 27.7                | 3.9               | 44.2  | Yes                                  | Yes                                    |
| <b>Gender</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Male   | 127   | 100.0           | 25.8                 | 43.3           | 25.8                | 5.0               | 42.5  |                                      |  |
| Female   | 119   | 100.0           | 13.5                 | 54.1           | 29.7                | 2.7               | 45.9  |                                      |  |
| <b>Racial/Ethnic Group</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| White  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| African-American   | 245   | 100.0           | 19.6                 | 48.7           | 27.8                | 3.9               | 44.3  | Yes                                  | Yes                                    |
| Asian/Pacific Islanders  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| Hispanic   | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| American Indian/Alaskan  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| <b>Disability Status</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Not disabled   | 214   | 100.0           | 17.0                 | 51.0           | 27.5                | 4.5               | 46.5  |                                      |  |
| Disabled   | 32  | 100.0           | 38.7                 | 32.3           | 29.0                | 0.0               | 29.0  | I/S                                  | I/S                                    |
| <b>Migrant Status</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Migrant  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   |                                      |  |
| Non-migrant  | 246   | 100.0           | 19.9                 | 48.5           | 27.7                | 3.9               | 44.2  |                                      |  |
| <b>English Proficiency</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Limited English Proficient   | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 246   | 100.0           | 19.9                 | 48.5           | 27.7                | 3.9               | 44.2  |                                      |  |
| <b>Socio-Economic Status</b>                                       |   |                 |                      |                |                     |                   |   |                                      |  |
| Subsidized meals   | 206   | 100.0           | 19.3                 | 51.6           | 26.0                | 3.1               | 42.2  | Yes                                  | Yes                                    |
| Full-pay meals   | 40  | 100.0           | 23.1                 | 33.3           | 35.9                | 7.7               | 53.8  |                                      |  |

|  |     |       |      |      |      |      |      |     |     |
|--|-----|-------|------|------|------|------|------|-----|-----|
| <b>Mathematics - State Performance Objective = 15.5%</b> |     |       |      |      |      |      |      |     |     |
| All Students   | 246 | 100.0 | 37.2 | 43.3 | 11.7 | 7.8  | 32.0 | Yes | Yes |
| <b>Gender</b>  |     |       |      |      |      |      |      |     |     |
| Male   | 127 | 100.0 | 40.0 | 42.5 | 6.7  | 10.8 | 32.5 |     |     |
| Female   | 119 | 100.0 | 34.2 | 44.1 | 17.1 | 4.5  | 31.5 |     |     |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |      |      |      |     |     |
| White  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| African-American   | 245 | 100.0 | 37.4 | 43.0 | 11.7 | 7.8  | 32.2 | Yes | Yes |
| Asian/Pacific Islander                                   | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| Hispanic   | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| American Indian/Alaskan                                  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |      |      |      |     |     |
| Not disabled   | 214 | 100.0 | 35.0 | 44.0 | 12.5 | 8.5  | 33.5 |     |     |
| Disabled   | 32  | 100.0 | 51.6 | 38.7 | 6.5  | 3.2  | 22.6 | I/S | I/S |
| <b>Migrant Status</b>                                    |     |       |      |      |      |      |      |     |     |
| Migrant  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |     |     |
| Non-migrant  | 246 | 100.0 | 37.2 | 43.3 | 11.7 | 7.8  | 32.0 |     |     |
| <b>English Proficiency</b>                               |     |       |      |      |      |      |      |     |     |
| Limited English Proficient                               | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| Non-Limited English Proficient                           | 246 | 100.0 | 37.2 | 43.3 | 11.7 | 7.8  | 32.0 |     |     |
| <b>Socio-Economic Status</b>                             |     |       |      |      |      |      |      |     |     |
| Subsidized meals   | 206 | 100.0 | 38.0 | 43.8 | 12.0 | 6.3  | 29.7 | Yes | Yes |
| Full-pay meals   | 40  | 100.0 | 33.3 | 41.0 | 10.3 | 15.4 | 43.6 |     |     |

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              |                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|------------------------------|----------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>English/Language Arts</b> |                |   |                 |                      |                |                     |                   |                                      |
| <b>2003</b>                  | <b>Grade 3</b> | 89  | 98.9            | 24.1                 | 50.6           | 25.3                | N/A               | 25.3                                 |
|                              | <b>Grade 4</b> | 88  | 100.0           | 32.9                 | 44.3           | 22.8                | N/A               | 22.8                                 |
|                              | <b>Grade 5</b> | 89  | 100.0           | 46.4                 | 51.2           | 2.4                 | N/A               | 2.4                                  |
|                              | <b>Grade 6</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 7</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>2004</b>                  | <b>Grade 3</b> | 80  | 100.0           | 16.9                 | 39.0           | 33.8                | 10.4              | 44.2                                 |
|                              | <b>Grade 4</b> | 83  | 100.0           | 18.3                 | 58.5           | 22.0                | 1.2               | 23.2                                 |
|                              | <b>Grade 5</b> | 83  | 100.0           | 25.3                 | 51.9           | 22.8                | N/A               | 22.8                                 |
|                              | <b>Grade 6</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 7</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>Mathematics</b>           |                |   |                 |                      |                |                     |                   |                                      |
| <b>2003</b>                  | <b>Grade 3</b> | 89  | 100.0           | 49.4                 | 39.8           | 7.2                 | 3.6               | 10.8                                 |
|                              | <b>Grade 4</b> | 88  | 100.0           | 39.2                 | 43.0           | 10.1                | 7.6               | 17.7                                 |
|                              | <b>Grade 5</b> | 89  | 100.0           | 47.6                 | 40.5           | 9.5                 | 2.4               | 11.9                                 |
|                              | <b>Grade 6</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 7</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>2004</b>                  | <b>Grade 3</b> | 80  | 100.0           | 31.2                 | 48.1           | 14.3                | 6.5               | 20.8                                 |
|                              | <b>Grade 4</b> | 83  | 100.0           | 39.0                 | 43.9           | 8.5                 | 8.5               | 17.1                                 |
|                              | <b>Grade 5</b> | 83  | 100.0           | 40.5                 | 40.5           | 11.4                | 7.6               | 19.0                                 |
|                              | <b>Grade 6</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 7</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

|   | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 480)   |            |                       |  |                          |
| First graders who attended full-day kindergarten                                | 100.0%     | N/C                   | 100.0%                                     | 100.0%                   |
| Retention rate  | 1.2%       | Down from 1.9%        | 4.0%                                       | 2.7%                     |
| Attendance rate   | 96.8%      | Up from 96.6%         | 96.3%                                      | 96.4%                    |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 6.1%       |                       | 7.1%                                       | 4.6%                     |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.8%       |                       | 5.4%                                       | 3.5%                     |
| Eligible for gifted and talented  | 8.5%       | Up from 8.4%          | 5.7%                                       | 13.5%                    |
| On academic plans   | N/AV       | N/AV                  | N/A  | N/AV                     |
| On academic probation   | N/AV       | N/AV                  | N/A  | N/AV                     |
| With disabilities other than speech   | 4.5%       | Down from 5.5%        | 8.0%                                       | 8.2%                     |
| Older than usual for grade  | 0.8%       | Up from 0.6%          | 2.3%                                       | 0.9%                     |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 0.0%       | No change             | 0.0%                                       | 0.0%                     |

|   |           |                  |           |           |
|---|-----------|------------------|-----------|-----------|
| Teachers (n= 33)                                    |           |                  |           |           |
| Teachers with advanced degrees                      | 72.7%     | Down from 75.8%  | 48.5%     | 51.4%     |
| Continuing contract teachers                        | 93.9%     | Down from 100.0% | 82.0%     | 87.5%     |
| Highly qualified teachers**                         | 93.5%     | N/A              | 92.8%     | 95.0%     |
| Teachers with emergency or provisional certificates | 0.0%      |                  | 2.9%      | 0.0%      |
| Teachers returning from previous year               | 94.3%     | Up from 88.4%    | 83.9%     | 86.7%     |
| Teacher attendance rate                             | 95.0%     | Up from 94.6%    | 94.7%     | 94.9%     |
| Average teacher salary                              | \$46,102  | Down 0.3%        | \$39,933  | \$40,760  |
| Prof. development days/teacher                      | 10.4 days | Up from 8.0 days | 13.3 days | 12.4 days |

|   |           |                   |           |           |
|---|-----------|-------------------|-----------|-----------|
| School  |           |                   |           |           |
| Principal's years at school                   | 8.0       | Up from 6.0       | 4.0       | 4.0       |
| Student-teacher ratio in core subjects        | 18.7 to 1 | Up from 18.5 to 1 | 17.2 to 1 | 18.9 to 1 |
| Prime instructional time                      | 89.9%     | Down from 90.0%   | 89.3%     | 90.0%     |
| Dollars spent per pupil*                      | \$6,476   | Up 3.8%           | \$6,628   | \$6,044   |
| Percent of expenditures for teacher salaries* | 75.1%     | Down from 76.0%   | 64.3%     | 65.9%     |
| Opportunities in the arts                     | Good      | No change         | Good      | Good      |
| Parents attending conferences                 | 99.0%     | No change         | 99.0%     | 99.0%     |
| SACS accreditation                            | Yes       | No change         | Yes       | Yes       |
| Character development program                 | Good      | N/A               | Good      | Good      |

\* Prior year audited financial data are reported.

|   | Our District    | State               |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools**  | 91.3%           | 92.0%               |
| Highly qualified teachers in high poverty schools** | 90.3%           | 91.1%               |
|   | State Objective | Met State Objective |
| Highly qualified teachers in this school**          | 65.0%           | Yes                 |
| Student attendance in this school                   | 95.3%           | Yes                 |

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

A.J. Lewis Greenview Elementary School made significant progress during the 2003-2004 school year.

During the 2003-2004 school year, teachers in grades 3-5 were paired with Teacher Fellows from the Engineering Department at USC. The teachers and Fellows worked together to provide real-life experiences in math and science for students. The school received a three-year Reading First grant from the State Department of Education. Teachers in kindergarten through grade three will receive support to use scientifically based reading research in classrooms to ensure that all students are fluent readers by the end of third grade. Four teachers were trained to provide in-house training for all teachers on using Marilyn Burns' math strategies to strengthen our school's math program. Other highlights include: two Odyssey of the Mind teams winning first and second places respectively at the state competition with both teams qualifying to compete in the World Finals Competition for the third consecutive year; 40 fourth- and fifth-grade students qualified to participate in Duke University's MAP program; and several students placed in the district's Visual Literacy Festival competition.

Test results indicated a need to focus additional effort on developing students' skills in the social sciences and mathematics. Teachers continue to share effective reading and writing strategies at faculty and staff development meetings. The math period was extended to allow students time to practice and apply learned skills. Additionally, we have Success Maker, a computerized program to assist students in reading and math. The implementation of our leveled bookroom provides a wide selection of leveled books to meet the reading needs of all students.

Other interventions offered in the school include: after-school improvement classes in math, reading and writing; retired teachers working with identified students in grades 3-5 during the regular school day in an enhancement program focusing upon raising academic achievement in math and reading; CD and kindergarten using Breakthrough to Literacy to develop the necessary skills to become competent readers; students in first grade receiving assistance through the Reading Recovery program; and incorporating flex grouping throughout the school to assist students who are experiencing difficulty with identified skills.

Challenges continuing to face our school include: a drastic change in our community demographics; single parents or extended family members heading households; and a growing number of grandparents serving as the primary caregivers to students attending the school. We will continue to focus our efforts to better serve the changing community in our school zone.

Delores Gilliard, Principal, A. J. Lewis Greenview Elementary School

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 30       | 76        | 40       |
| Percent satisfied with learning environment            | 93.3%    | 78.7%     | 87.5%    |
| Percent satisfied with social and physical environment | 100.0%   | 78.7%     | 87.5%    |
| Percent satisfied with home-school relations           | 80.0%    | 85.5%     | 76.9%    |

\*Only students at the highest elementary school grade level at this school and their parents were included.